Professional Development in an Ever-Changing World: Mentee support

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Analysis

For the mentee support sessions, I chose Joanne Zeringue. I chose a teacher that is a member of a one to one team on our campus. The goal for one to one teachers is to be at 100% iPad usage; however, many one to one teachers struggle with this. Mrs. Zeringue is new to Central Middle School, but I have taught with Mrs. Zeringue in the previous years. From conversations and background knowledge, I knew that Mrs. Zeringue would be a prime candidate for mentoring. She is willing to learn, is reliable, and she is easy to collaborate with. (pg. 31-33) Throughout our mini sessions, I plan on supporting her with blackboard tools to help with the one to one implementation in the classroom. My true goal at the end of this mini session is to build technological capacity, confidence, and competence in Mrs. Zeringue. (pg. 31) Eventually, her new level of technology confidence could be filtered down to her PLC and help to spread whole school. (32-34)

Planning

For phase one of the mini sessions I will be providing hands-on interventions based on the Mrs. Zeringue’s needs. These needs will be determined using data from reflections using the journal tools on blackboard. Through the use of this data I will support Mrs. Zeringue in a variety of ways (i.e.: planning, team teaching, observation, shadowing, etc). Each session will be based on the previous week’s professional development. (pg. 31, 35) My role as a mentor will be to support Mrs.
Zeringue through the professional development process and to help her implement the new skills in her class. (pg. 34)

The mentee goals for the mini sessions will be to develop skills goals, pedagogy goals, and leadership goals. (pg. 34) These goals should build confidence, competency, and capability of the mentee. The skills goals, pedagogy goals, and leadership goals mirror those of the group teacher’s goals. These goals consist of short-terms goals to develop a deeper understanding of how to use specific tools on blackboard, being able to see a clear path of how the instructional use of specific tools on blackboard impacts student achievement, and also spreading knowledge of the instructional use of blackboard to the mentee’s professional learning community. (pg. 35) The long-term goals are to gain a deeper understanding of blackboard as an instructional tool, be able to see a clear path of how the instructional use of blackboard impacts student achievement, and eventually how we can use the mentee to spread blackboard knowledge whole school. (pg. 34-35)

**Implementing**

The mini sessions will be a one on one time to further develop the mentee’s technical knowledge and/or to clear up misconceptions from the professional development. The mini sessions will be planned using the journal reflections as well as conversations during and after the training. The mini sessions will also be a time for us to plan for walkthroughs in the mentor classroom, team teaching, or any other type of technical collaboration. (pg. 30 and 35) One on one peer teaching will allow the mentee to feel comfortable and confident to ask questions. This will lead
to the mentee being more competent in the use of the blackboard tools. (pg. 31)

Furthermore, this would impact student achievement in the classroom.

To further create buy in, I will embed the evaluation rubric in our sessions. I plan to use this time to show the connections between the evaluation rubric and using blackboard as an instructional tool. This would encourage the teacher to reflect about how she uses blackboard in the classroom and to think about how she can use it to boost engagement and impact student achievement. It would also encourage her to reflect about her upcoming lessons and how using blackboard tools could lead to a higher level of mastery of the objectives. (pg. 32-33)

**Reflection**

The mentee goal, at the end of Phase I, was to strengthen the mentee’s knowledge of instructional tools in blackboard. (pg. 31) A sub-goal was being able to use these tools to impact student achievement. Through the use of mentor walkthroughs of the mentor, student survey, teacher comprehensive survey, and reflection journals the mentee’s progression through this process will be monitored. Mrs. Zeringue also completed two walkthroughs throughout the mini sessions that helped to further build her competency with using the technology. She was able to see the specific blackboard tools in a real classroom setting. From conversations at our last mini session, she plans to do more peer walkthroughs to help her build effective use of the tools in her classroom. (pg. 34-35) The cumulative teacher survey data showed that Mrs. Zeringue grew in all areas. Mrs. Zeringue’s final score was an 88%. This data informs me that Mrs. Zeringue still has room to grow and we
will continue to work collaboratively to impact her professional teacher growth as well as impact student achievement in her classroom.

From discussions and reflection journals, I found that Mrs. Zeringue feels more confident to share her recent learning with her PLC to further develop the knowledge on our campus, she also feels capable enough to use the technology in her classroom without fear of failure. I know that the professional development sessions, along with mentor/mentee support sessions, helped her to grow in confidence, capability and knowledge. (pg. 30-32) The student survey showed that many of the students would choose to use the iPads over pencil and paper. This only further proves the impact the technology can have on student achievement. The formative assessments listed above will be used as data to support phase II of the sessions.
Works Cited